DOCUMENT RESUME

ED 163 705 EC 112 706

AUTHOR	Caster, Jerry
TITLE	Writing a Personnel Development Plan: Guidelines and Resources.
INSTITUTION	Drake Univ., Des Moines, Iowa. Midwest Regional Resource Center.
SPONS AGENCY	Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
PUB DATE	Jul 77
CONTRACT	OEC-0-74-7899
NOTE	60p.
EDRS PRICE	MF-$0.83 HC-$3.50 Plus Postage.
DESCRIPTORS	*Educational Planning; Federal Legislation; *Handicapped Children; *Personnel Needs; Personnel Policy; *Professional Education
IDENTIFIERS	*Education for All Handicapped Children Act

ABSTRACT

The document presents guidelines and information for the establishment of state and local Comprehensive Systems of Personnel Development (CSPD), required by the Education for All Handicapped Children Act (P.L. 94-142) to meet the educational needs of handicapped children. Aspects covered include the major elements of a CSPD, organizing the planning process, determining personnel needs through a needs assessment, determining training strategies, requirements for disseminating information, adopting effective educational practices, and selecting an evaluation design. Appended are proposed rules for the CSPD, sample statements for a needs assessment, sample questions for gathering information to develop a needs assessment instrument, and an example of a personnel development plan. (DLS)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED163705

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

WRITING A PERSONNEL DEVELOPMENT PLAN:

GUIDELINES AND RESOURCES

Developed by

Jerry Caster
and the
Midwest Regional Resource Center

July, 1977

EC112706

This document was developed pursuant to contracts with the Office of Education, Department of Health, Education and Welfare, Bureau of Education for the Handicapped, contract number OEC-0-74-7899. The opinions expressed herein, however, do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

Permission to duplicate this product is granted by the Midwest Regional Resource Center (MRRC) contingent upon the MRRC being given credit for its development.

Midwest Regional Resource Center
Drake University
1332 26th Street
Des Moines, Iowa 50311

TABLE OF CONTENTS

Page

Introduction 1

Major Elements of a Comprehensive System of Personnel Development. 3

Organizing the Planning Process. 7

Determining Personnel Needs Through a Needs Assessment 12

Determining Training Strategies. 20

Requirements for Disseminating Information and Adopting Effective Educational Practices 26

Selecting an Evaluation Design 28

References 31

Appendix A - Proposed Rules for the Comprehensive System of Personnel Development. 33

Appendix B - Example Statements for a Needs Assessment 36

Appendix C - Sample Questions for Gathering Information to Develop a Needs Assessment Instrument. 41

Appendix D - Example of a Personnel Development Plan 43

INTRODUCTION

One significiant aspect of Public Law 94-142, The Education for All Handicapped Children Act, is the requirement that each state develop an annual plan for a Comprehensive System of Personnel Development (CSPD).

The requirement for a section of the Annual Program Plan to contain information on personnel training is consistent with the comprehensive nature of P.L. 94-142. The law not only addresses the right of handicapped children to an education, but also their right to a quality education. Achieving the goal of quality education will require hiring new personnel, re-training some existing personnel, and establishing an ongoing system to identify personnel training needs and a means for meeting those needs.

The proposed rules for P.L. 94-142 describe the requirements for preparing the annual CSPD plan. While the rules are in the final stage of development and have not been issued, it can be assumed that the key elements will be maintained. This document provides information on those key elements: organizing the planning process, conducting a needs assessment, disseminating information, adopting effective educational practices, selecting training strategies, and evaluating the CSPD.

The intent of this document is to:

1. Serve as a guide for professionals directing the planning of the personnel development system.
2. Orient persons responsible for completing the required planning tasks.
3. Orient other professionals and agencies involved in the planning process to the characteristics of a CSPD plan, as outlined in the federal rules.

This document can be used by both state and local education agency staffs (SEA and LEA) when they are developing their CSPD plans. For it to be of maximum use, an attempt has been made to go beyond the apparent requirements of the rules. Suggestions on approaches that can be used

in the process of planning and writing the personnel development system are also included. Hopefully, the document will allow the reader to mentally go through the entire process of preparing the plan. The desired result is that an understanding of the requirements and the planning process will permit better personnel development systems to be designed.

MAJOR ELEMENTS OF A COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT

Sections 121a.2660 through 121a.268 of the rules written for Public Law 94-142 set forth the requirements of a Comprehensive System of Personnel Development (CSPD). Any Annual Program Plan submitted to the Bureau of Education for the Handicapped (BEH) must include the information requested in those rules to be in compliance with federal regulations.

Nothing supercedes the rules, and for that reason, they are provided for your review and study in Appendix A. Obviously, an understanding of them is critical in the process of formulating an acceptable personnel development system. The rules identify who is to be involved, the data needed, the scope of the system, and the procedures used to evaluate the effectiveness of the plan once it is implemented. To help you understand the major elements of a CSPD, the rules have been analyzed and summarized under seven major headings: target audience of a CSPD; agency representation in the formulation and implementation of a CSPD; needs assessment used to formulate a CSPD; content of the in-service training plan; dissemination of information and adoption of positive practices; evaluation of a CSPD; and State Education Agency (SEA) assistance to Local Education Agencies (LEAs). This summary should not be viewed as a replacement of the actual rules.

1. Target Audience of a Comprehensive System of Personnel Development.

The target audience is ultimately determined by the results of the needs assessment and priorities set by the SEA. While the plan needs to include information on the pre-service training needs of the state, the target audience for in-service training does not include individuals engaged in full-time study. Individuals eligible for consideration in your plan include the following:

... All types of special education instructional personnel
... All types of special education support personnel
... General education instructional personnel
... General education support personnel and administrators

... Parents of handicapped children
... Members of advocacy groups
... Hearing officers.

2. Agency Representation in the Formulation and Implementation of a Comprehensive System of Personnel Development

The intent of the rules is multi-agency involvement throughout the process of planning, implementing, and evaluating the CSPD. This includes representation from:

... State education agency
... Local education agencies
... Public institutions of higher education
... Private institutions of higher education
... Public agencies concerned about handicapped children
... Private agencies and parent groups concerned about handicapped children.

Where they exist, county units or regional educational units serving handicapped children might be added to the list above. All plans submitted must describe the contribution of the above groups in the development and implementation of the plan. Since the groups must have a role in the updating of the CSPD plan, their participation in the evaluation process is implied.

3. Needs Assessment Used to Formulate a Comprehensive System of Personnel Development

A variety of planning information is necessary and can be provided through a thorough needs assessment of professional personnel. This includes:

... Number and type of new personnel (special and general education needed by the program area or handicapping condition)
... Existing personnel (special and general) needing retraining by program area or handicapping condition
... Specific areas where in-service training is needed, e.g., use of individualized educational programs, due process, or advocacy training.

A needs assessment might also be conducted with parents, university faculties, volunteers, hearing officers, and other parties not directly employed by public schools to determine their personnel training needs.

4. Content of the Plan for In-Service Training

There is specific information, in addition to that previously mentioned, that must be included in the in-service plan. The in-service plan should identify:

... Target group
... Specific content areas where training is needed
... Estimated number in each group
... Content and nature of training
... How training will be offered
... Funding source or sources used and cost
... Time frame for training
... Evaluation procedures
... Description of the changes the SEA anticipates will occur in the personnel system during the three years after the CSPD plan takes effect.

Information must be provided to show that the in-service training is reasonably available to everyone for whom it is intended. The rules suggest that incentives should be used to insure participation. These could include: release time, step credit on a salary schedule, and/or university credit.

5. Dissemination of Information and Adoption of Positive Practices

A correlate to the in-service program is the dissemination of information on "innovative and promising practices" and the "adoption of positive practices." The CSPD plan should include the following in regard to disseminating information:

... A description of procedures for acquiring, reviewing, and disseminating information on innovative and promising practices. This includes how professional awareness training, training for replication, and preparation of related, mediated training materials will be accomplished.

In regard to the adoption of practices that have been proven to be effective, the rules request information on:

... How a statewide system of adoption of effective practices will be established and implemented
... How existing educational practices will be reassessed in the state.

The plan must also describe how state, regional, and local resources will be identified for use in meeting the state's personnel preparation needs.

6. Evaluation of the Comprehensive System of Personnel Development

The rules request information on the procedures to use when evaluating the personnel development system. Specifically, the evaluation design should:

... Evaluate overall organization and effectiveness of the system

... Evaluate the procedures for administering the system, and

... Present accountability measures used to insure the adequate delivery of the training and the services to be provided. This would relate to both the quantity and quality of training and services.

7. SEA Assistance to LEAs

The relationship between the SEA and LEA should be described in the plan. Specifically, the rules request information on how the LEA will be assisted by the SEA in implementing the specific components of the CSPD that pertain to them. Assistance provided by the SEA might include workshops for LEA personnel, dissemination of information, conducting of pilot projects, or allocation of funds for training activities to be conducted by the LEA.

ORGANIZING THE PLANNING PROCESS

The quality of the finished plan will be related to the appropriateness of the process used in developing the CSPD. Since no single approach to planning will meet the needs of all states, each state must select a planning process that capitalizes on its existing strengths. The discussion that follows is intended to provide information that will help you reach decisions on how your state will conduct its planning.

Initiating the Planning Process

The planning process begins when someone in the SEA is assigned the responsibility of bringing the resources together to develop the plan. While many people will be involved in the formulation of the CSPD, one person must be designated the ultimate responsibility for seeing that the work is finished. The skills of that individual will be a major factor in the quality of the final product.

Because of the interest many indiviudals and organizations will have in the CSPD plan, formal notification to interested individuals and agencies of the initiation of the planning process, and the individual designated as the coordinator of that process, is necessary. Every effort should be made to insure that a lack of communication does not exist, either within the organization or between organizations.

After the coordinator is selected, s/he should collect the following information:

1. Who is s/he responsible to? Who is responsible for reviewing the planning process and the plan?
2. What are the time constraints? When are rough drafts and the final document due?
3. What services are available for processing data that will be collected in the needs assessment? If data processing services are available, will programming services also be provided? How long does it take to get the results from the data processing unit?
4. What funds are available for such things as conducting surveys, consultant services, expenses of committee members, and data processing?
5. What secretarial and printing services are available? How much time must be given to them to perform their functions?

Who Must Be Involved in the Planning?

The P. L. 94-142 rules are rather specific about who must be involved. Basically, everyone who has a vested interest as a provider of services, trainers of related professionals, or advocates for handicapped children must be involved. This includes:

... Local education agencies
... Public institutions of higher education
... Private institutions of higher education
... Public agencies concerned about handicapped children (e.g., health departments, social services, mental health and retardation divisions)
... Private agencies (e.g., United Cerebral Palsy, Easter Seal Society, Association for Retarded Citizens, Epilepsy Foundation)
... Advocate and parent groups (this may include some of the above, coalitions of parent groups, and others).

If county or other regional service systems exist who serve handicapped children, you might also consider inviting them to participate.

Creating a Planning Group of a Workable Size

One of the first problems to be faced is how to involve all of the agencies listed in the previous section. Obviously, the size of the group would impede, rather than facilitate, planning. Some formula may be developed so that a workable group (somewhere between seven and fifteen members) is created. The size of the group will be dependent in part on its purpose. If it is to be a working committee, i.e., play a major role in developing the plan, it probably should be smaller than one that is a review and reaction type of committee. Deciding on the function of the committee is a decision that must be made early. Another decision that must be made is on the apportionment method to be used to create a group of workable size. An example of an apportionment is:

3 LEA positions
2 public higher education positions
2 private higher education positions
2 agency positions (e.g. Department of Health, Department of Social Services)
2 advocate group positions.

the goals and timelines. Because of the responsibility that rests with the SEA, the individual coordinating the planning should offer specific direction when the goals and timelines are being developed by the committee.

The following is an example of goals and timelines for developing the CSPD plan.

Example Planning Goals	Example Timelines (specify due dates)
1. Select committee members	September 1, 1978
2. Conduct committee orientation a. orient members to P.L. 94-142 b. solidify goals and timelines for planning c. begin identifying major need areas for training	September 15, 1978
3. Conduct needs assessment a. collect quantitative data required by BEH on personnel needs b. collect qualitative data on training needs	October 15, 1978
4. Review information collected in needs assessment a. number of new personnel needed by position, e.g. 30 teachers of severe/profound, 15 school psychologists b. identification of personnel who require re-training by professional role and the specification of the content needed as part of the re-training c. prioritizing of target groups who require re-training and the specification of the content needed as part of the re-training	November 1, 1978
5. Review resources for training a. identification of resources available for training within the state	November 10, 1978

The organizational structures that exist within each state will help to determine the apportionment method to be used. In keeping with the rules, every attempt should be made to involve as many people as possible, and to insure representation where direct involvement is not feasible.

It is the responsibility of the SEA to see that everyone has the opportunity to provide input to the planning committee. Many methods exist for involving and keeping individuals informed who are are not on the committee. One is dissemination of the minutes of the committee meetings to interested individuals and agencies. Also, an invitation can be extended to individuals to submit their ideas in writing to the chairperson of the committee, and the committee meetings can be announced and open to the public.

Utilizing the Planning Committee

There are two ways that the committee may be used. The first is an action group. As such, the committee formulates its own direction, determines data that needs to be collected, participates in the collection of the data, determines needs that exist based on the data, and identifies the strategies that will meet those needs. Where this is possible, it probably produces the best results. Unfortunately, this is often impossible because of the other duties of the committee members and the time constraints that exist in developing the plan.

A second approach is to use the committee for input, review, and reaction. The bulk of the writing of the plan is done by the SEA staff, with the advice and approval of the committee. This approach also permits the committee to approve of the method of assessing the needs and approve the personnel development strategies for meeting the identified needs. Either approach, if implemented effectively, will meet the intent of the rules.

Establishing Goals and Timelines

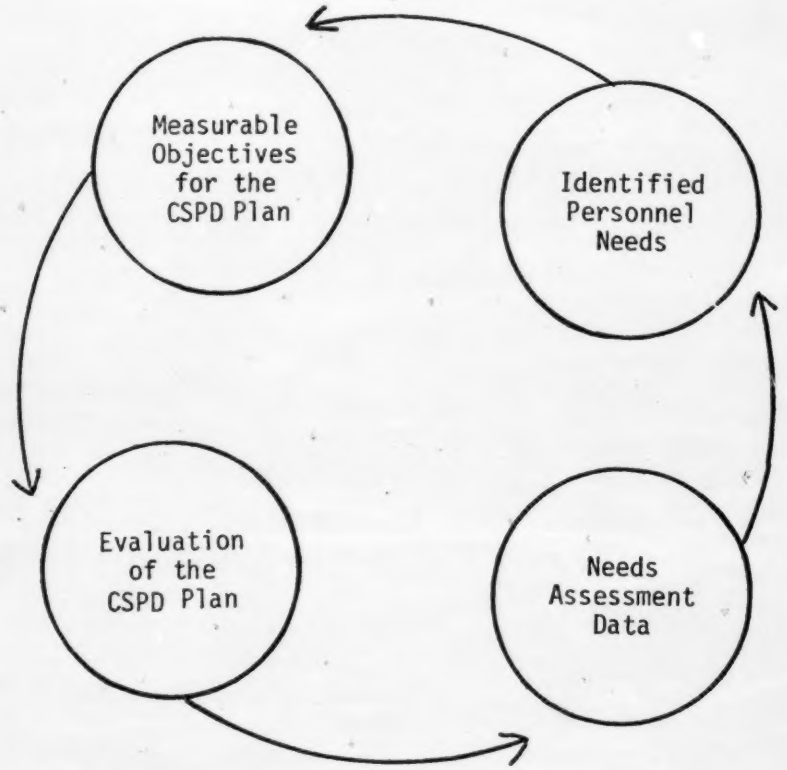
For the planning and committee work to function smoothly, it will be necessary to establish goals and timelines. The quality and thoroughness of the orientation provided to the committee on the requirements for the CSPD plan will be a major factor in developing an understanding of

Example Planning Goals	Example Timelines (specify due dates)
b. identification of dissemination alternatives within the state c. identification of training models for possible use in personnel development system	
6. Select appropriate training model a. acceptance or modification of resources presented b. acceptance or modification of dissemination alternatives presented c. selection of training model(s) and dissemination system(s) to be used in personnel development system	November 20, 1978
7. Prepare a working plan for personnel development	December 15, 1978
8. Review the working plan a. acceptance, rejection, modification of the plan	January 10, 1979
9. Prepare a final draft of the CSPD plan for the state	January 25, 1979
10. Submit the plan for BEH approval.	January 30, 1979

Once the SEA has determined the membership of the planning committee, the approach that will be used, and the goals and timelines, the actual planning of the CSPD is ready to begin. Effective organization prior to the start of the committee work will save time, produce a better personnel development plan, and contribute to the overall atmosphere of the committee's activities.

DETERMINING PERSONNEL NEEDS THROUGH A NEEDS ASSESSMENT

The most difficult and time consuming step in developing a CSPD will be the process of identifying your personnel needs. This includes both the need for hiring new personnel and for re-training existing personnel. The rules require that a needs assessment be conducted to identify these needs. As illustrated in the schemata below, the information obtained in the needs assessment will be interpreted to establish personnel needs. This, in turn, will be used to formulate the objectives for the CSPD plan. Evaluation of the CSPD plan will be based on appropriate progress toward the elimination of identified needs, as indicated by the objectives. This creates a planning-programming cycle that will be ongoing in nature.


Measurable Objectives for the CSPD Plan
Identified Personnel Needs
Needs Assessment Data
Evaluation of the CSPD Plan

Relationship Between Determining Personnel Needs
and Other Components
of the Comprehensive System for Personnel Development

An example of this relationship is as follows:

1. Needs Assessment

   Let us assume that elementary principals are surveyed to determine their knowledge of the due process requirements that exist in special education. The results indicate that 30% of the elementary principals are not knowledgeable about those requirements. Interpretation of this data permits the identification of a personnel re-training need.

2. Identified Need

   The need can be stated as follows:

   There is a need for elementary principals to be knowledgeable about the due process requirements that exist in special education.

3. Measurable Objective

   Many different types of objectives could be written to address this need. An example objective is:

   By the end of the fiscal year, training will be provided to 100 elementary principals on the due process requirements that exist in special education. At least 80% of the principals participating in the training will meet criterion on a test to be administered at the completion of each training session.

4. Evaluation

   Measurable objectives include information necessary for evaluation to occur. Both quantitative and qualitative information on training is required for the evaluation system. In the example above, the SEA is responsible for:

   ... Conducting the training for 100 elementary principals on the topic of due process requirements in special education by the end of the fiscal year

   ... Training at least 80% of the participants to criterion on a test to be administered at the end of each session.

Required Needs Assessment Information

The SEA is required to provide information on the need for hiring new personnel in specific special education areas and the need for re-training existing personnel. Typically, BEH has requested annual information on handicapped children, by category, who are adequately served,

ill-served, and unserved. Data on unserved children will be useful in determining the need for new personnel and the data on children ill-served will be useful in determining the need for the re-training of special education teachers. However, other sources will need to be used, or a needs assessment conducted, to identify the needs of general education, support personnel and other professionals not covered by those reports.

Knowing, for example, that thirty new teachers of emotionally disturbed children are needed is not enough. Your goal, within a needs assessment, is to determine when that need will be met. To accomplish that, it may be necessary to survey the public and private institutions that train special education personnel for your state to ascertain the number of professionals that they are training each year. In some states this would include out-of-state institutions. The data should be projected over a three or four year period to determine the point at which the supply will meet the demand. In some areas, the need may have already been met; in others, it may not be met for another three or four years. Where the latter situation exists, computation should be continued to determine the anticipated year at which supply will meet demand. In some cases, it may be necessary to initiate a program for re-training teachers in areas where there is a surplus.

Two types of information are necessary under the heading of personnel needing re-training. First, you must specify who is in need of re-training. This could be any group except full-time college students, such as volunteers, parents, special education teachers, general education teachers, and administrators. After you identify "who" needs to be re-trained, you must specify "what" the re-training should consist of. For example, teachers of the severely and profoundly handicapped might need training in positioning therapy or general education teachers might need training in the area of techniques for integrating the mildly handicapped.

Developing a Needs Assessment Instrument

The list in Appendix B may be helpful in both identifying who needs the re-training and also the content of the re-training. It contains, for example, the following items:

... There is a need to better prepare special education teachers to understand the due process requirements in special education.

... There is a need to better prepare general education teachers to understand the due process requirements in special education.

... There is a need to help parents understand the rights of their handicapped child.

The list in Appendix B may not be specific enough to determine the content needed for re-training. This is especially true where specific areas, such as skills in non-discriminatory testing for school psychologists or attitudes of general educators about special education, are identified as priority need areas.

One method for determining other areas to include in the needs assessment is to talk with resource persons who are knowledgeable in a specific area. Resource persons can include nationally prominent individuals, teachers, principals, regular classroom teachers, parents, support personnel, and others.

Two basic types of questions can be presented to resource persons. The first is a training program content question. For example, "If you were going to conduct a training program for teachers of emotionally disturbed children, what content would you want to cover?" The second type of question is a professional skill question. For example, "What do you feel are the essential skills for a teacher of emotionally disturbed children?" Obviously, some of the same information would be obtained regardless of the way that the question was worded.

The content or skill information provided by resource personnel can then be formulated into questions for the needs assessment instrument. Examples of the kinds of questions to ask resource personnel are included in Appendix C.

Selecting a Needs Assessment Format

When time is a factor in gathering information, the telephone may be a useful tool for you. Because the information that you desire is basically descriptive, i.e. "What do you feel are the essential skills...," individuals who would not return a questionnaire might be willing to spend

ten to fifteen minutes on the telephone discussing the subject. Procedurally, you may want to send a letter describing your intentions, listing your questions, and saying that you will call to see if they would agree to participate. This permits the individual to prepare for the interview. All that remains is to make the call, taking copious notes while the individual is responding to your questions. A tremendous burden is placed on the interviewer for analyzing and synthesizing the various telephone calls. However, the quality of the content is worth the investment. Devising a form to record information collected from the telephone interview is essential.

While the telephone method of surveying has many merits, the use of a written survey is probably the most widely used method of assessing needs. The strength of the written survey is that information can be collected from many more individuals than is possible using the interview technique. The limitations are that returns are often limited, items may be misunderstood by the respondent, and the time delay that exists between the initial decision to conduct the survey and the final interpretation of the results. The first two limitations may be minimized through good publicity and by thoroughly field testing the items. Administering the survey instrument at meetings where large numbers of people are present is one way of overcoming the problem of time delay.

Choosing a Measurement Technique for Written Surveys

The rank order method is one approach that can be used in a written survey. Basically, the respondent is asked to order the items or statements according to priority. Common directions often used are: "Place a 1 next to the item that you feel represents the greatest need, place a 2 next to the statement of the second greatest need, continuing until all items are ranked." An example ranking is shown below.

	Statement	Rank
1.	There is a need to inform parents of their rights.	2
2.	There is a need to improve the attitude of general educators about handicapped children.	1
3.	There is a need to improve services for emotionally disturbed children.	4
4.	There is a need to inform elementary principals about the due process rights of handicapped children.	3

Scoring the rank order method is not difficult. Add the values assigned to each item and divide by the number of respondents. For example, let's assume that item 1, "There is a need to inform parents of their rights," received ranks 2, 2, 1, and 3. The sum of 8 is divided by the number of respondents (4) and the average ranking is 2.0. This does not mean it is of second greatest importance because it is possible that no item received a lower average ranking. It is equally possible that other items received the same average ranking. Consequently, it is necessary to re-order the items or statements by the values that are assigned to them to see their relationship to each other. This is a useful method when there is some dissimilarity between the items and you are attempting to establish the major areas of concern. About fifteen items are best for ranking. When using more than fifteen items, the task becomes very difficult for the respondents.

The Lickert-type scale is the most widely used type of measurement found in written surveys. It treats each item individually and focuses on the intensity of the respondent's opinions about that item. For example, a Lickert-type scale might look like this:

There is a need to inform parents of their child's rights.

(1)	(2)	(3)	(4)	(5)
strongly agree	agree	undecided	disagree	strongly disagree

The numbers show a method of scoring the responses. The lower the average for the item, the greater the importance placed on it. If desired, the numbers could be reversed. This approach could be used to identify items of greatest importance. Then, the rank order method could be applied to establish priorities.

It is possible to increase or decrease the number of points on the scale. By going to a four-point scale and eliminating the "undecided" response, it encourages the respondent to have an opinion. You can also increase the scale to seven points by inserting the categories of "moderately agree" and "moderately disagree" on the scale. The value of the increased sensitivity is something that you will want to consider.

If a survey is designed with a Lickert-type scale, the phrasing becomes another important consideration. You can assist the respondent

by providing descriptors that are more in keeping with your purpose. For example:

There is a problem in the number of services offered to emotionally disturbed children.

(1)	(2)	(3)	(4)	(5)
a major problem	sometimes a problem	undecided	rarely a problem	never a problem

There is a need to improve the general education about handicapped children.

(1)	(2)	(3)	(4)	(5)
a major need	a frequent need	undecided	only infrequently a need	not a need

Since any needs assessment involves some elements of formal research, you may want to obtain assistance from individuals within your organization who possess skills in using computers, conducting research, or data analysis. They can save you time and help prevent problems. For example, there are some "canned" computer programs available for handling survey information. Your "resident-expert" would know if the program was written to represent the value of "1" on the Lickert-type scale as the weakest response or the strongest response when the information is organized on the print-out.

Interpreting Needs Assessment Data

More than likely, many different kinds of needs will be identified in your needs assessment. For example, you might identify that there is a need to re-train 80% of the teachers of the severely and profoundly handicapped and also a need to re-train 30% of the elementary principals.

There is a major difference in the significance of the need based on those percentages. However, in most states, the number of elementary principals would be significantly greater than the number of teachers of severely and profoundly handicapped children. Assuming that only one of the groups can be provided training, which group should receive it? The

data will not necessarily make that decision. The planning committee may be given the responsibility for making the decision. The committee will have to consider such things as interest, availability, and resources for training, as they may determine the priorities. A group decision-making process or a more elaborate method like the Delphi technique could be used to make these decisions.

Other Resources on Needs Assessment

This has been, at best, a brief and unsophisticated discussion of how a needs assessment can be conducted. In the last few years the process of conducting needs assessments has become a science in itself. For example, the Midwest Regional Resource Center/Missouri State Department of Special Education developed a planning handbook for conducting a needs assessment. It consists of thirteen steps that lead from "Goal Derivation" to "Publish Listing of Needs Statements." Four other models, Dallas, Fresno, Phi Delta Kappa, and Worldwide, are discussed in the July, 1975 handbook, "Needs Assessment in Education," available from the Bureau of Planning, Department of Education, 225 West State Street, Trenton, New Jersey 08608.

Professional journals and ERIC (Educational Resources Information Center) may also be useful to you. Often articles in journals describe the needs of a state or of a population. Some articles have been written which describe the competencies needed by specific professionals. While you may not feel that all of an author's statements are appropriate for your state, it may be a useful catalyst to you as you design your needs assessment.

DETERMINING TRAINING STRATEGIES

The rules require that the CSPD plan explain how the personnel training needs that have been identified will be met. The information that is required includes:

... Target group
... Specific content of training
... Estimated number in each group
... Nature of the training
... How the training will be offered
... Funding sources and cost
... Time frame for training
... Evaluation procedure, and
... Description of changes planned by the SEA in the CSPD during the three years after the CSPD plan takes effect.

The target audience and the content areas of the training will determine your strategies and approaches. This makes the process of needs assessment, goal development, and formulation of objectives necessary prerequisites to the selection of the delivery system to be used. Sometimes commitments to a training strategy are made before that process is completed. When this happens, you run the risk of not using the best resources for your purposes, or of creating a delivery system that is not compatible with the outcomes that you desire.

Since training strategies are related to your specific goals and objectives, the purpose of this section is to review possible options that might exist in your state. Hopefully, this review will help you identify those methods of providing training that best fit your needs.

Administration of Training Systems

There are many different ways that training can be offered. Some of the systems that you might select from are as follows:

1. SEA Directed

The SEA plans and implements the training program using its own staff and may contract with individuals to provide specific training or to

develop training materials. This method puts the responsibility on the SEA for contacting participants, arranging for training sites, selecting and orienting speakers, evaluation, and all of the other incidentals related to implementing a training program.

2. Contract Method

As permitted in the rules, the SEA may contract with public and private agencies to conduct the training. In doing so, the SEA could contract for any or all of the following services:

... Conducting surveys
... Notifying potential participants
... Selecting participants according to SEA criteria
... Preparation of training materials
... Arrangement of training site
... Implementation of training
... Follow-up activities or contact with participants
... Evaluation of training
... Preparing a report on the training program.

While contracting for services is permitted, ultimate responsibility for providing training that is consistent with the CSPD plan rests with the SEA. Many different agencies exist with which contracting could be done. Some are:

... Private or public universities
... Private agencies, such as Easter Seal Society, Legal Aid Society, and Association for Retarded Citizens
... Local education agencies

An LEA could provide training for its own staff or the LEA with which the contracting is done could provide training for a number of LEAs in an area.

... County school system or other regional education unit

Either could provide the training to a specified number of local districts or a region.

... Non-profit corporation created for the purpose of providing the training.

It is possible to create a non-profit corporation for the specific purpose of providing training through an SEA contract. The corporate

directors could be representatives from the groups that are involved in the original CSPD planning. The advantage of such an approach is that individuals with specific skills might be brought together on a full time basis for a semester or year who would not be available in any single agency without losing their positions or fringe benefits. This also permits avoiding the problem that universities or state, local, or regional education agencies may have related to limitations on the expanding of staff, salary schedules, complicated job classifications, retirement systems, and so forth. A newly created non-profit corporation is in the position to contract with other agencies for the services of individuals for a specified time.

Models for Delivering Training

1. Rural Extension Service Model

The rural extension service model can fit into either the SEA directed system or the contract system. It is basically a multiplier approach where a training program is designed, and selected individuals are prepared to serve as trainers of it. The newly created trainers then return to their respective geographical areas and replicate the training. This is usually conducted with their peers. The advantage of this approach is that it develops a cadre of professionals with highly developed skills. It also provides for a low cost system of broad dissemination of materials, information, and skills. It utilizes the peer relationships that exist, and avoids the attitudinal problems often associated with using outside "experts." For this approach to be successful, it requires the selection of individuals, who, in addition to being competent in content areas, are able to function as effective trainers. It also requires that training programs and the associated materials be developed that can be replicated by others.

2. Resource Network

A resource network is one method of insuring that specialized services are available over a wide geographical area. It involves selecting individuals who, once trained, can serve as a resource to others. The resource network is similar to the rural extension model in that training may be offered to a select group. However, the network differs from the rural extension model in that the purpose is to provide a specialized service,

for example legal consultation, and not the dissemination of general information or the training of groups. The resource network approach could be used to insure that every region had a psychologist skilled in evaluating deaf students or media center personnel skilled in designing materials for handicapped students.

This approach could be used where the training was conducted by the SEA or where contract services were used.

It is important that the personnel selected have time to be resources to others and that some method of informing individuals that the resource persons are available is initiated.

3. Workshop Model

The strategy most often used by SEAs is the workshop or special study institute approach. This method can involve either invitations to specific individuals or an open application system where anyone can apply for participation in the training program. A characteristic of the typical workshop or special study institute is that all of the training is conducted at one time. This may be for three days, one week, more than one week or some variation of this type of approach. The workshop or special study institute approach could be conducted by the SEA or by another agency through a contract with the SEA.

Variables to Consider in Developing Training Programs

There are many different ways that a training program can be developed. How you choose to develop it will depend on who you are serving and your purposes. Three major variables to consider are desired outcome, time, and format. Resources that exist will determine what combination of these variables is feasible in your situation.

1. Desired Outcome

It is possible to look at training as having three basic purposes: 1) producing an attitudinal change, 2) imparting information, and 3) training participants to apply specific skills. Training for attitudinal change and skill training tend to require active involvement of the participants, if these purposes are to be accomplished. Simulation, group discussion, problem-solving activities, or supervised experience with children are approaches often used where attitudinal change, or skill

acquisition are desired. The trainee-instructor ratio needs to be smaller than where imparting information is the purpose. When training for information acquisition, large group techniques can be used and still accomplish the purposes of the training.

2. Time

Time is a major variable that can be manipulated. Training can be completed in one session, or through a technique like educational television, where training could be offered weekly for an entire school year. Where skill training is involved, it should be remembered that follow-up is useful and helpful in assisting participants to retain skills. Some ways to manipulate this variable are:

... One-day training session
... Two or more continuous days of training
... One day a month for a semester or school year
... One or more weeks during the summer
... Combinations of the above, e.g., two weeks in the summer combined with three consecutive days during the first and second semesters of the school year.

3. Format

Format includes the many different ways of actually presenting the training. The two ends of the continuum would be large group with little involvement and small group with high involvement. Within each of these two approaches the following teaching methods might be possible: lecture, individual study, discussion, simulation, instructional games, supervised experiences or guided practice and video tape presentations.

The format for most training programs (regardless of purpose) usually involves a combination of these. Use of any of the approaches places specific requirements on the trainers. For example, if video tape is to be widely used, either many monitors need to be available or the group should be small in number. Your approach will have an effect on the number of individuals that can be trained and on the cost of the training. Both are factors that would be reflected in the objectives of the CSPD plan and the budget provided for the training program.

Considerations in Successful Training

Effective training requires much hard work and planning. The following are some items not required for the CSPD plan, but useful to consider in planning or contracting for training services. These become increasingly important as the actual training nears the final form:

... Knowledge of existing attitudes of participants

... Knowledge of existing information level of participants

... Knowledge of general concerns of participants, e.g., instructional, fiscal, managerial

... Participant knowledge of, and agreement with, purposes of the training

... Availability of a comfortable physical environment

... Availability of an environment consistent with audio-visual needs and other training needs

... Existence of quality control mechanisms where a number of individual presenters are involved, e.g., appointing a coordinator and requiring outlines from presenters to be submitted two weeks prior to the time of the training program.

Incentives for Participation

The rules require that attention be given to providing the necessary incentives to insure that teachers participate in training. Some of the methods suggested include: released time, payment for participation, options for academic credit or salary step credit, and/or certification renewal. These are all important and useful incentives. In addition, dissemination of information and establishing a precedent of high quality training programs is important in causing individuals to want to attend your training programs.

REQUIREMENTS FOR DISSEMINATING INFORMATION AND ADOPTING EFFECTIVE EDUCATIONAL PRACTICES

Specific requirements exist in the rules for disseminating information and adopting effective educational practices. The first area, dissemination of information, involves how you will acquire, analyze, and distribute information on innovative and effective practices to others. The other area pertains to how you will bring about the adoption of practices proven to be effective on a permanent and statewide basis.

Dissemination of Information

The target groups for dissemination of information include special educators, general educators, related agencies, and parent groups. The CSPD plan must describe how the information will be acquired, reviewed and disseminated. The term "information" includes significant research and information on innovative practices, materials and media for personnel development, and instructional materials for programming of handicapped children.

Acquisition and review could be done by the SEA staff, a special task force created for that purpose, instructional materials center personnel, or some combination of the above. The Educational Resources Information Center (ERIC) system could be a viable resource that would fit into any system of acquiring and disseminating information. The use of computerized searches permits rapid retrieval of specific information. An SEA could implement an information service for educators using the ERIC system as a base.

Dissemination is an activity that ties easily into any overall personnel development system. It might include such methods as:

... Newsletters

... Special study institutes

... Scheduled time for dissemination of information on the agenda of such groups as directors of special education, annual conference of school superintendents, state CEC conventions, and others.

... Speakers' bureau
... Distribution of audio-tapes in which issues or innovative practices are described
... Distribution of mediated training materials
... Training programs.

Adoption of Effective Practices

Promoting the adoption of effective educational practices is a broad subject and could naturally be approached from many different levels. This could include:

... Proposal of new legislation
... Proposal of new regulations
... Provision of incentives for adopting effective practices (fiscal, professional recognition, etc.)
... Training of personnel to use effective practices.

The rules require that the section of the CSPD plan describing the process for the adoption of effective practices include how: 1) a thorough reassessment of educational practices will be performed, and 2) state, local and regional resources, human and material, will be identified.

Reassessing educational practices requires the identification of desirable practices and the extent to which they are in operation. For example, the use of intensive speech therapy for the mentally retarded has been proven to be more effective than therapy provided once or twice a week. Reassessment would involve determining that this was a desirable practice and the extent to which it was in operation within the state.

Identifying, disseminating, and updating a list of state, local, and regional human and material resources is another requirement. To accomplish this, a university might be asked to compile a list of resource persons in a region. Or, an instructional materials center could coordinate a listing of training materials that are available in the state. This information could be disseminated through a toll free WATS line, or, a network of individuals could be created that would be available for individuals to contact in order to secure information on available resources.

SELECTING AN EVALUATION DESIGN

After you implement the CSPD, it will be necessary to determine if its purposes were accomplished. The purposes should be clearly identified in the objectives that you write.

How you will evaluate the objectives should also be clearly indicated in the CSPD plan which means that the method of evaluating each objective should be decided as your objectives are finalized. Since the evaluation process can be complex and time consuming, the method for evaluating objectives should be carefully considered. Otherwise, the evaluation process may exceed your resources or be out of proportion to the objective that it intends to measure.

The purpose of this section is to describe some of the evaluation methods that you can consider as you write the objectives and plan the evaluation program. It would be appropriate to consult colleagues who are skilled in data processing and research methods as you finalize your plans for evaluating the training system.

What to Evaluate?

Within the training system you will be attempting to accomplish one or more of the following purposes. These are: 1) attitudinal change, 2) change in knowledge level, or 3) a change in skill level. An operational definition of these terms appears below.

Attitudes - feelings about something or the predisposition of participants to respond or act in a certain way.

Knowledge - information possessed by the participants on a particular topic. Knowledge does not always imply a type of attitude or the ability to meaningfully apply the information.

Skill level - the ability to perform in a new way as a result of the training. A change in skill implies the ability to perform, but not necessarily an attitude to perform in that manner.

These distinctions should be considered when writing an objective. For example, in the training of elementary principals, would you be concerned about their attitudes toward Individualized Educational Programs,

their skill in writing them, or both? Obviously, this would depend on the entry level of the group, the amount of training time available, and other variables. Within any training activity, the attitudes of the participants are crucial, but the degree to which you wish to have attitudinal change as something to be measured is a planning decision. Also, you may wish to assume that appropriate attitudes accompany positive change in participant knowledge or skill. That is an option that is available to you as objectives are written and evaluation strategies selected.

How to Evaluate?

The rules require that attention be given to both quantity and quality of training. Quantity is not difficult to measure. It is merely reporting the number of individuals trained versus the number that you projected to train. A simple counting procedure will provide that data. Many options are available in assessing quality of training. Some of these are as follows:

1. Testing - This is a measurement of information through a traditional approach. It might involve true/false or multiple choice items or the case study method.
2. Observation - This involves identifying the desired behaviors you want to see occurring and providing the opportunity for the trainees to demonstrate them. Role plays, demonstrations, or simulations are activities where behaviors might be observed. Or, in some cases it might be possible to observe the trainee on the job. Self-reporting might be done by asking the trainee to record how often he performed a certain behavior. For example, teachers might be asked to report on the number of times that they had used certain methods following the training.
3. Measurement of Pupil Change - Measuring pupil growth to determine the effectivenes of the training is an option. This is a difficult method because it involves so many variables. However, this method does address the real purpose of the training when it is to cause changes in students.
4. Survey of Trainees - Trainees can be surveyed to determine their feelings about the usefulness of the training. In some respects this is the weakest indicator to use in determining training effectiveness. However, the attitudes of the trainees about the content and the training methods is important and should not be overlooked.

In applying any of the approaches mentioned above, a pre/post test method or a criterion referenced method could be used. The pre/post test approach assumes that a positive change will occur as a result of the training. For example, a comparison of the attitudes of trainees before and after training through the use of a survey could be done. The criterion referenced approach establishes a level of performance that trainees must reach in order for the training to be considered successful. A criterion could be expressed as a percentage of items that must be answered correctly on a test; skills to be demonstrated in a prescribed setting; or even the frequency of a behavior that occurs after training, such as checking materials out of an instructional materials center.

When and Who to Evaluate?

The rules indicate that the results of the evaluation must be used as input for the CSPD plan that is to be developed for the following year. Given that requirement, evaluation of a training program could be at the conclusion of the training or several weeks or months following the training. While it is easier to conduct the evaluation while trainees are all together, in some cases the results of the training might be better evaluated at a later date. This is especially true if you are trying to determine if the training resulted in pupil change or long-term teacher change.

Every participant may not need to be involved in the evaluation process. Where large numbers of individuals participate, it may be appropriate to evaluate a random sample of the participants. This might permit collection of more pertinent information through the use of observation or interview techniques.

REFERENCES

Best, John
1977 Research in Education. 3rd Edition. New York, N.Y.: Prentice Hall.

Hopkins, Charles
1976 Educational Research: A Structure for Inquiry. Columbus, Ohio: Merrill Publishing Company.

Kaufman, Roger A. and Fenwick W. English
1976 Needs Assessment: A Guide to Improve School District Management. AASA National Academy for School Executives, 1801 North Moore Street, Arlington, Virginia. $5.00 for single copy plus $1.00 for handling and postage. Discount prices available.

Missouri State Department of Education and Midwest Regional Resource Center
1977 Conducting a Needs Assessment in an Urban Area. Midwest Regional Resource Center, Drake University, Des Moines, Iowa.

New Jersey Bureau of Planning
1974 Needs Assessment in Education: A Planning Handbook for Districts. State of New Jersey, Department of Education, Bureau of Planning, Trenton, N.J.

APPENDIX A

The proposed rules and regulations which follow have been excerpted from the FEDERAL REGISTER, Vol. 4, No. 252, Thursday, December 30, 1976, pp. 56987-56988.

adequately prepared and trained, and that activities sufficient to carry out this personnel development plan are scheduled; and

(c) Effective procedures for acquiring and disseminating to teachers and administrators of programs for handicapped children significant information derived from educational research, demonstration, and similar projects, and for adopting, where appropriate, promising educational practices and materials developed through those projects.

(20 U.S.C. 1413(a)(3).)

§ 121a.261 Definition of "appropriately and adequately prepared and trained."

As used in §§ 121a.260–121a.268, "appropriately and adequately prepared and trained" means that the State has completed the following steps:

(a) Certification of all special education instructional personnel who qualify under State standards.

(b) Temporary certification, where allowable under State standards, of those personnel who do not qualify for certification.

(c) Certification, under State standards, of all regular education personnel who serve handicapped children, and participation by those personnel in inservice education programs designed to develop skills, attitudes, and the acquisition of information specific to the needs of handicapped children.

(d) State certification, registration, or licensing of all support personnel who provide direct services to handicapped children, including therapeutic recreation personnel, occupational therapists, itinerant resource personnel, physical therapists, diagnosticians, psychologists, counselors, and aides.

(e) Ongoing participation by all of the personnel named in paragraphs (a)–(d) of this section in training activities, based on the State's needs assessment under § 121a.263(b)(1), to update their skills and attitudes as necessary to educate handicapped children and to acquire information regarding new instructional practices and procedures.

(20 U.S.C. 1413(a)(3).)

§ 121a.262 Participation of other agencies and institutions.

(a) The State educational agency must insure that all public and private institutions of higher education, and other agencies and organizations (including parent and other advocacy organizations) in the State which have an interest in the preparation of personnel for the education of handicapped children, have an opportunity to participate fully in the development, review, and annual updating of the comprehensive system of personnel development.

(b) The annual program plan must describe the nature and extent of participation under paragraph (a) of this section and must describe responsibilities of the State educational agency, local educational agencies, public and private institutions of higher education, and other agencies:

(1) With respect to the comprehensive system as a whole, and

(2) With respect to the personnel development plan under § 121a.264.

(20 U.S.C. 1412(7)(A); 1413(a)(3).)

§ 121a.263 Inservice training.

(a) As used in this section, "inservice training" means any training other than that received by an individual in a full-time program which leads to a degree.

(b) Each annual program plan must provide that the State educational agency:

(1) Conducts an annual needs assessment to determine if a sufficient number of adequately and appropriately prepared and trained personnel are available in the State; and

(2) Initiates innovative and experimental inservice personnel development programs based on the assessed needs of State-wide significance related to the implementation of the Act.

(c) Each annual program plan must include the results of the needs assessment under paragraph (b)(1) of this section, broken out by need for new personnel and need for retrained personnel.

(d) The State educational agency may enter into contracts with institutions of higher education or other agencies, institutions, or organizations (which may include parent or other advocacy organizations), to carry out experimental or innovative personnel development programs, development or modification of instructional materials, and dissemination of significant information derived from educational research and demonstration projects.

(e) Each annual program plan must provide that the State educational agency insures that ongoing inservice training programs are available to all personnel who are engaged in the education of handicapped children, and that these programs include:

(1) The use of incentives which insure participation by teachers (such as released time, payment for participation, options for academic credit, salary step credit, certification renewal, or updating professional skills);

(2) The involvement of local staff; and

(3) The use of innovative practices which have been found to be effective.

(f) Each annual program plan must:

(1) Describe the process used in determining the inservice training needs of personnel engaged in the education of handicapped children;

(2) Identify the areas in which training is needed (such as individualized education programs, non-discriminatory testing, least restrictive environments, procedural safeguards, and use of parent surrogates in due process hearings);

(3) Specify: (i) The groups requiring training (such as special teachers, regular teachers, administrators, psychologists, speech pathologists, audiologists, physical education teachers, therapeutic recreation specialists, physical therapists, occupational therapists, medical personnel, parents, volunteers, hearing officers and parent surrogates), and

COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT

§ 121a.260 Scope of system.

Each annual program plan must include a description of programs and procedures for the development and implementation of a comprehensive system of personnel development which includes:

(a) The inservice training of general and special educational instructional and support personnel;

(b) Detailed procedures to insure that all personnel necessary to carry out the purposes of the Act are appropriately and

(ii) The estimated number in each group;

(4) Describe the content and nature of training for each area under paragraph (f) (2) of this section;

(5) Describe how the training will be provided in terms of (i) geographical scope (such as Statewide, regional, or local), and (ii) staff training source (such as college and university staffs, State and local educational agency personnel, and non-agency personnel);

(6) Specify: (i) The funding sources to be used;

(ii) The cost of the training, and

(iii) The time frame for providing it; and

(7) Specify procedures for effective evaluation of the extent to which program objectives are met.

(g) Each annual program plan must include a description of changes the State educational agency expects to make in the provision under paragraph (f) of this section during the three years after the annual program plan takes effect.

(20 U.S.C. 1413(a)(3).)

§ 121a.264 Personnel development plan.

Each annual program plan must: (a) Include a personnel development plan which provides a structure for personnel planning and focuses on preservice and inservice education needs;

(b) Describe the results of the needs assessment under § 121a.263(b)(1) with respect to identifying needed areas of training, and assigning priorities to those areas;

(c) Identify the target populations for personnel development, including general education and special education instructional and administrative personnel, support personnel, and other personnel (such as paraprofessionals, parents, parent surrogates, and volunteers);

(d) Identify programs of preservice and inservice training in the areas identified under § 121a.263(f)(2);

(e) Describe the instructional skills, attitudes, information, and interdisciplinary procedures indentified at the local or State level as essential to meeting the purposes of the Act;

(f) Provide for the use of local resources in personnel development activities;

(g) Provide for the identification of all personnel in need of training and provide that programs are available and provision is made for participation; and

(h) Describe the training of special education instructional and support personnel and regular education personnel during the current school year and the next school year, including steps that must be taken to insure that all personnel needed to meet the full educational opportunity goal under §§ 121a.23 and 121a.102 of Subpart B will be appropriately and adequately prepared and trained.

(20 U.S.C. 1413(a)(3).)

Comment. The data required in §§ 121a.24 and 121a.26 of Subpart B on the numbers of handicapped children and the kind and number of personnel needed will serve as the uniform data base within the State for the personnel development system under § 121a.264 of this subpart. The data may also be used by institutions of higher education and other nonprofit educational training agencies in submitting personnel preparation applications under Part D of the Act. Section 121f.9 of the regulations under Part D (45 CFR 121f.9) provides as follows:

§ 121f.9 *State personnel needs.*

Each application shall include (a) a statement by the State educational agency of personnel needs for education of the handicapped and a statement by the applicant of how the proposed program relates to those stated needs, and (b) a description of the ways in which the recipient's program goals and objectives relate to the purposes of Part D of the Act.

(20 U.S.C. 1431, 1432, 1434.)

§ 121a.265 Dissemination.

(a) Each annual program plan must include a description of the State's procedures for acquiring, reviewing, and disseminating to general and special educational instructional and support personnel, administrators of programs for handicapped children, and other interested agencies and organizations (including parent and other advocacy organizations) significant information and promising practices derived from educational research, demonstration, and other projects.

(b) Dissemination includes:

(1) Making those personnel, administrators, agencies, and organizations aware of the information and practices;

(2) Training designed to enable the establishment of innovative programs and practices targeted on identified local needs; and

(3) Use of instructional materials and other media for personnel development and instructional programming.

(20 U.S.C. 1413(a)(3).)

§ 121a.266 Adoption of educational practices.

(a) Each annual program plan must provide for a statewide system designed to cause the widespread adoption of educational practices proven effective through research and demonstration.

(b) Each annual program plan must provide for thorough reassessment of educational practices used in the State.

(c) Each annual program plan must provide for the identification of State, local, and regional resources (human and material) which will assist in meeting the State's personnel preparation needs.

(20 U.S.C. 1413(a)(3).)

§ 121a.267 Evaluation.

(a) The annual program plan must include procedures for evaluating the extent to which the State's comprehensive system of personnel development is meeting the needs for personnel in the State.

(b) These procedures must include:

(1) A plan for evaluating the overall organization and effectiveness of the comprehensive system and the State educational agency's procedures for administration of the system; and

(2) The use of accountability measures to insure the adequate delivery of the training and services outlined in the system.

(20 U.S.C. 1413(a)(3).)

§ 121a.268 Technical assistance to local educational agencies.

Each annual program plan must include a description of technical assistance that the State educational agency gives to local educational agencies in their implementation of the State's comprehensive system of personnel development.

(20 U.S.C. 1413(a)(3).)

APPENDIX B

EXAMPLE STATEMENTS FOR A NEEDS ASSESSMENT

The purpose of this section is to provide a sample of statements that could be part of your needs assessment. The statements can be used to obtain a ranking of the needs that exist, or they may be used in an opinionnaire with each statement being treated individually on an "agree-disagree" basis.

I. General Handicapping Condition

1. There is a need to train teachers to better serve pupils who are learning disabled.
2. There is a need to train teachers to better serve pupils who are emotionally disturbed.
3. There is a need to train teachers to better serve pupils who are educable mentally retarded.
4. There is a need to train teachers to better serve pupils who are trainable mentally retarded.
5. There is a need to train teachers to better serve pupils who are physically handicapped.
6. There is a need to train teachers to better serve pupils who are visually impaired.
7. There is a need to train teachers to better serve pupils who are hearing impaired.
8. There is a need to train teachers to better serve pupils who are profoundly and severely handicapped.
9. There is a need to train teachers to better serve pupils who are health impaired.

II. Age Levels (designate appropriate handicapping condition in the blank)

10. There is a need to prepare teachers to better serve (mentally retarded) pupils at the pre-school level.
11. There is a need to prepare teachers to better serve _____ pupils at the elementary level.
12. There is a need to prepare teachers to better serve _____ pupils at the junior high level.
13. There is a need to prepare teachers to better serve _____ pupils at the senior high level.

III. Subject Areas (designate appropriate handicapping condition in the blank)

14. There is a need to prepare teachers to better serve (mentally retarded) pupils in reading.
15. There is a need to prepare teachers to better serve _____ pupils in math.
16. There is a need to prepare teachers to better serve _____ pupils in self-help skills.
17. There is a need to prepare teachers to better serve _____ pupils in vocational skills.
18. There is a need to prepare teachers to better serve _____ pupils in social skills.
19. There is a need to prepare teachers to better serve _____ pupils in motor development.

IV. Parents

20. There is a need to help parents learn skills useful in parenting pre-school age handicapped children.
21. There is a need to help parents better understand the rights of their handicapped child.
22. There is a need to help parents better understand P.L. 94-142.
23. There is a need to help parents better understand the hearing process.
24. There is a need to help parents better understand the IEP and how it is used.
25. There is a need to help parents better understand how to participate in staffings.
26. There is a need to help parents better understand how to participate in conferences with teachers on their child's program and progress.
27. There is a need to help parents better understand how to provide individual academic help to their child at home.

V. General Areas-Special Education Teachers (designate appropriate type of teacher in the blank)

28. There is a need to better prepare teachers (of the learning disabled) to select instructional materials for handicapped children.
29. There is a need to better prepare teachers _____ to assess entry skills of handicapped children.
30. There is a need to better prepare teachers _____ to involve parents in the instructional process.

31. There is a need to better prepare teachers _____ to understand the due process requirements in special education.

32. There is a need to better prepare teachers _____ to understand P.L. 94-142.

33. There is a need to better prepare teachers _____ to participate in staffings.

34. There is a need to better prepare teachers _____ to write their portion of an IEP.

35. There is a need to better prepare teachers _____ to evaluate the instructional progress of handicapped children.

36. There is a need to better prepare teachers _____ to cooperatively plan with general education teachers.

37. There is a need to better prepare teachers _____ to integrate handicapped students into general education classes.

VI. General Areas-General Education Teachers or Administrators
(designate appropriate type of teacher or administrator in the blank)

38. There is a need to better prepare (elementary teachers) to select instructional materials for handicapped children.

39. There is a need to better prepare _____ to assess entry skills of handicapped children.

40. There is a need to better prepare _____ to involve parents in the instructional process.

41. There is a need to better prepare _____ to understand the due process requirements in special education.

42. There is a need to better prepare _____ to understand P.L. 94-142.

43. There is a need to better prepare _____ to participate in staffings.

44. There is a need to better prepare _____ to write their portion of an IEP.

45. There is a need to better prepare _____ to evaluate the instructional progress of handicapped children.

46. There is a need to improve the attitudes of _____ about serving handicapped children as part of general education classes.

47. There is a need to expand the skills of general educators about ways to successfully integrate the handicapped child.

VII. Miscellaneous

48. There is a need to implement non-discriminatory testing procedures.

49. There is a need to better prepare support personnel to understand the curriculum of general education programs.

50. There is a need to better prepare support personnel in instructional techniques useful in maintaining handicapped children in regular classes.

51. There is a need to better prepare support personnel to provide in-service training to general educators.

52. There is a need to better prepare support personnel to provide services to profoundly and severely handicapped children.

53. There is a need to better prepare pre-school handicapped children.

APPENDIX C

SAMPLE QUESTIONS FOR GATHERING INFORMATION
TO DEVELOP A NEEDS ASSESSMENT INSTRUMENT

The following are sample questions that could be asked of educators to gather information for developing a needs assessment instrument.

Individuals	Type of Question(s) Asked
National Authorities	1. What do you feel are the essential skills for (type of professional) in working with _____ children? 2. What do you feel are the greatest shortcomings of programs for _____ children? 3. What do you feel are the skills that you would emphasize most for (type of professional) on how to teach _____ children in a _____ week/month training program?
Master Teacher/ Professional University Professionals	1. What do you feel are the essential skills for (type of professional) in working with (type of handicap) children? 2. What skills do you feel have been most important to you in being successful as a (role)?
Teacher/ Professional with Limited Years of Experience	1. If a training program were offered, what would you like to learn most about in working with (type of handicap) children or functioning as a (role)? 2. What kinds of problems did you encounter most as a beginning (role)?
Parent	1. What would you like to see the schools (or teachers) do that they have not? 2. What things have the school (or teachers) done that have been most helpful to you? 3. What things have the shool (or teachers) done that have been confusing or unhelpful to you?

APPENDIX D

AN EXAMPLE OF A PERSONNEL DEVELOPMENT PLAN

Purpose

The intent of the following plan is to provide the reader with a possible outline for use in writing the in-service training portion of a CSPD plan. As described in the proposed rules accompanying P.L. 94-142, the in-service training plan is one of the required components of a state CSPD plan.

This plan lacks the individual state content that would be necessary if it were submitted for approval. However, if specific content were added, it could serve as a starting point in your planning efforts.

Characteristics

The example plan has several features which the reader should consider. First, it is systematic. It follows a sequential flow of activity that could be evaluated when the activities are completed and revised annually.

Second, the plan presents an organizational process that can be applied to a wide variety of circumstances. Most of the states and LEAs should be able to adapt this process to their existing planning approach with little modification. This plan is only a skeleton and would require more detailed information, as requested in § 121.264 of EHA, Part B, to make it a workable document.

Third, the plan refers to the use of a state advisory board. Inclusion of this board in the Annual Program Plan is a federal requirement, but not a specific requirement for the in-service training plan. The state advisory board in this instance is involved primarily in setting state priorities and objectives, giving advice throughout the planning process, and serving as a communication link with the State Board of Education and other related agencies. Each planning group should consider the role that they want their advisory board to assume and adjust their plan accordingly.

Finally, the timelines presented in this plan cover a two year period. As the overall planning process was conceived, a state will

be involved with two plans during any given year. The first is the completion of the needs assessment and subsequent planning for the next year's training activities, and the second is the implementation and evaluation of training which had been planned the year before.

DEFINITIONS

Educational Personnel are all persons supported wholly or in part by state education monies and/or are under the supervision of the SEA. This includes all instructional, support, and administrative personnel who either directly or indirectly effect the education of a handicapped child. Examples of such personnel are teachers, teacher aides, paraprofessional teachers, resource teachers, counselors, school psychologists, occupational therapists, physical therapists, school nurses, school social workers, instructional consultants, media and materials specialists, curriculum specialists, principals, special education coordinators, and directors of special education.

Personnel Training refers to a wide variety of activity which is conducted for the purpose of increasing the knowledge and skills of educational personnel. It includes such activities as conducting workshops, demonstrations, and conferences and disseminating information (periodically or on request). It does not refer to educational experiences which are provided to full-time students in pursuit of a degree in education. The training conducted in this plan should not supplant university or college course work, but rather should further educate certified personnel and stimulate the development of university and college curriculums.

EXAMPLE PERSONNEL DEVELOPMENT PLAN

Goals	Objectives	Tasks
The SEA, in conjunction with the local school districts and private educational agencies, will provide educational personnel with information and skill training necessary to increase the quality of educational services provided in general and special education programs within the state.	1.0 By January 30, 1978, the SEA will determine the informational and skill needs of educational personnel in each LEA and the state as a whole.	1.1 By September 30, 1977, the SEA will survey the perceived informational and skill needs of educational personnel. 1.2 By October 15, 1977, the SEA will design several alternative procedures which LEAs may use to verify the informational and skill needs and will also design a procedure of verifying or collating these needs for the state as a whole. 1.3 By November 15, 1977, the SEA will conduct the necessary planning with LEAs to implement the LEA and state needs assessments. 1.4 By December 30, 1977, the SEA will provide assistance specified in the needs assessmen plans to LEAs as they conduct their individual needs assessments. 1.5 By December 30, 1977, the SEA will conduct a state-wide assessment of the information and skill needs of educational personnel in the state. 1.6 By January 21, 1978, the SEA will analyze and summarize the data collected from the state and local needs assessments. 1.7 By January 30, 1978, the SEA will disseminate the results of the needs assessments throughout the state.

EXAMPLE PERSONNEL DEVELOPMENT PLAN

Goals	Objectives	Tasks
	2.0 By March 30, 1978, the SEA will establish specific objectives for the provision of skill training and information dissemination to educational personnel during the 1978-79 school year.	2.1 By January 30, 1978, the SEA will organize a State Advisory Board (SAB) on the Professional Development of Educational Personnel and inform them of the results of the needs assessments. 2.2 By February 15, 1978, the SAB will review the needs assessments and develop a list of the priority state needs for information dissemination and skill training of educational personnel. 2.3 By March 15, 1978, the SAB will advise the SEA and the State Board of Education on the priority needs for personnel training within the state and the level of state effort which ought to be allocated to these priorities. 2.4 By March 15, 1978, the SAB will advise the SEA and State Board of Education of policies guidelines and performance standards which the personnel training should adhere to. 2.5 By March 30, 1978, the SEA will develop specific objectives for educational personnel training with each LEA and for the state as a whole.

EXAMPLE PERSONNEL DEVELOPMENT PLAN

Goals	Objectives	Tasks
	3.0 By June 15, 1978, the SEA will develop a plan for the delivery of the personnel training with LEAs and for the state as a whole.	3.1 By April 15, 1978, the SEA will consult with each requesting LEA on the sequence of tasks activities, and resources which will be necessary to meet the LEA's personnel training objectives. 3.2 By May 15, 1978, each LEA will submit to the SEA a plan for the provision of information and skill training to educational personnel. 3.3 By May 30, 1978, the SEA and each LEA will negotiate agreements for the SEA support needed to implement the LEA personnel training plans. 3.4 By May 30, 1978, the SEA will identify the tasks, activities, and resources needed to achieve the state personnel training objectives. 3.5 By June 15, 1978, the SEA will write and submit to the State Board of Education and the SAB the personnel training plan for school year 1978-79.

EXAMPLE PERSONNEL DEVELOPMENT PLAN

Goals	Objectives	Tasks
	4.0 By September 1, 1978, the SEA will identify, locate, and disseminate or gather the manpower and other resources necessary to conduct the personnel training.	4.1 By June 30, 1978, the SEA will compile and summarize the manpower and other resource requirements of the state and LEA personnel training plans. 4.2 By August 15, 1978, the SEA will organize three systems for the analysis and retrieval of training resources. The three systems will be: 1) information and self-instructional packets that can be made available on request directly to educational personnel, 2) information on training consultants and other training resources that could be used by the LEAs or the state for specified training events, and 3) a library of training materials which appear likely to be used by the state or LEAs for training personnel. 4.3 By August 15, 1978, the SEA will acquire fiscal resources necessary to conduct state training and to meet the negotiated obligations to the LEA personnel training. 4.4 By September 1, 1978, the SEA will provide LEAs with information on training consultants and resources available which they may want to contract or acquire for LEA training events. 4.5 By September 1, 1978, the SEA will allocate SEA staff, monies and resources as needed within the state plan for personnel training and as agreed upon with the LEAs.

EXAMPLE PERSONNEL DEVELOPMENT PLAN

Goals	Objectives	Tasks
	5.0 By May 15, 1979, the SEA will conduct personnel training with the LEA and for the state as a whole.	5.1 By September 30, 1978, the SEA will schedule all personnel training events and information dissemination, including the scheduling of staff, consultants, facilities, equipment and other state-owned training materials. 5.2 By September 30, 1978, the SEA will have negotiated contracts with outside consultants when necessary, to conduct or assist with specific training events. 5.3 By October 30, 1978, the SEA will design and produce any additional information or instructional materials necessary for training events and not available elsewhere. 5.4 By May 15, 1979, the SEA will disseminate independent information and self-instructional packages to requesting educational personnel. 5.5 By May 15, 1979, the SEA will conduct statewide personnel training events and provide negotiated support to LEAs for LEA training events.

EXAMPLE PERSONNEL DEVELOPMENT PLAN

Goals	Objectives	Tasks
	6.0 By June 30, 1979, the SEA will evaluate the effectiveness of the personnel training provided.	6.1 By March 30, 1978, the SEA will establish the criteria for minimum performance of the state training and establish standards of evaluation of all personnel training conducted within the state. 6.2 By September 1, 1978, the SEA will design evaluation instruments and procedures for all state training events and will consult with LEAs on the design of similar instruments and procedures for LEA training events. 6.3 By May 15, 1978, the SEA will collect data on training events conducted by the state and LEAs. 6.4 By June 15, 1979, the SEA will analyze and summarize the data on the training conducted by the state and LEAs. 6.5 By June 30, 1979, the SEA will disseminate to the State Board of Education, the SAB, and all interested persons reports on the effectiveness of the personnel training conducted.